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ABSTRACT

Two introductory speeches suggest the general social and interracial climate in the United States. It is against this backdrop that Project Inspire is described. Its purpose is the development of a vocational guidance component within the broader school curriculum. Its major objective is elevating the awareness level of students to the work world through the establishment of a comprehensive Human Resources Library. Specific institute materials included in this booklet are: (1) sample educational projects and techniques, including an educational simulation; (2) a listing of specific career orientation program objectives; (3) sample forms and letters for program participants; (4) a Connecticut task force report on manpower needs; and (5) the results of an end-of-the-first week evaluation of institute participants' knowledge and feelings about minority youth, employment, and poverty. (TL)

ED052472

project inspire

VOCATIONAL GUIDANCE INSTITUTE

in cooperation with:

University of Hartford

Greater Hartford Chamber of Commerce

National Alliance of Businessmen

director

Dr. S. Edward Weinswig

co-director

Mr. Ralph Romano

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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INTRODUCTION

"It is dangerous to get out into this hellish world, but it is still more dangerous to hide in the bushes."

--Yevtushenkl

With a remarkable suddenness, the Greater Hartford Area lost its status as one of the nation's most favorable areas of employability and found itself relegated to the posture of having to cope with an alarming increase in unemployment. The numbers of workers seeking Workman's Compensation doubled in a year's time. Though much of the retrenchment predictably hit skilled technicians and professionals in defense-related industries, the youth and the unskilled were also adversely effected.

Thoughtful Hartfordites (remembering the damage and mayhem of a riot-torn city two summers ago) face with dread the prospect of thousands of idle thirteen to eighteen year olds - jobless, restless, and at odds-ends with a long, hot summer before them. This then was the setting when Project Inspire IV convened at the Waverly School in mid-April.

The main purpose of the program remains the same as in previous years -- to sensitize teachers and counselors to vocational needs for and opportunities of students -- particularly the disadvantaged. In the light of prevailing conditions, this purpose seems to take on a new sense of urgency.

However, one might well pose the question: during a period of austerity how <u>is</u> an activity like Inspire justified? The answers are simple and straightforward: First, the Project focuses on basic issues -- career and vocational orientation -- concerns that are at once fundamental and elusive. And, second, during times of temporary financial stress and retrenchment, there is even greater need for educational efforts aimed at improving vocational preparation, choice, and adjustment. During periods of prosperity and full employment,

youth has more lee-way to make career choices at a leisurely pace, and greater opportunity to shift one's educational and vocational directions. But in times of recession, youth had better plan with more accuracy and choose with greater certainty. Important, life-long decisions are not to be made lightly, and they involve a long, drawn-out process.

Impelled by the desire to improve and enhance that process, Inspire IV continued efforts to maintain and to strengthen lines of communication among business, industry, and the schools. The financial, personal, and moral support from the University of Hartford, The Greater Hartford Chamber of Commerce, and the National Alliance of Businessmen does much to promote this spirit of cooperation.

The singular format of Inspire, with its emphasis on active, face-to-face confrontation, on visits to key places in the community, and on timely and relevant group and individual projects appears to "reach" virtually all of the participants. Inspirees find the experience interesting, irritating, and stimulating -- not dull, vapid, and inapplicable.

It is hoped that Project Inspire <u>does</u> make a difference in people. In the final analysis this is the only meaningful measure of success.

PROJECT: INSPIRE 1971
UNIVERSITY OF HARTFORD
SCHEDULE OF EVENTS

MONDAY, APRIL 12, 1971

Place: Waverly School
55 Waverly Street
Hartford, Connecticut

8:30 - 9:00 a.m.	Opening Remarks:	Dr. S. Edward Weinswig Director, Project: INSPIRE University of Hartford
		Mr. Ralph P. Romano Assistant Director, Project: INSPIRE
	Registration:	Dr. S. Edward Weinswig Mr. Ralph P. Romano
9:00 - 9:40 a.m.	Group Meetings:	Team Leaders
		Mrs. Shirle Milner Mr. Walter Krupa Mr. Bernard Nisenholz
9:40 - 10:00 a.m.	B R E A K	
10:00 - 11:00 a.m.	Keynote Speaker:	Mr. Herbert O. Edwards Assistant Dean College of Community Life Trinity College
11:00 - 12:00 noon	Mr. Arthur Johnson Human Rights Commission	
12:00 - 1:00 p.m.	L U N C H	
1:00 - 2:00 p.m.	Dr. Paul Aziz Greater Hartford Chamber of Commerce	
2:00 - 3:00 p.m.	Discussion Groups	

TUESDAY, APRIL 13, 1971

Place: Waverly School

8:30 - 9:00 a.m.	Announcements
9:00 - 9:45 a.m.	Mr. Florencio Morales Community Renewal Team

9:45 - 10:15 a.m.	Group Meetings	
10:15 - 10:30 a.m.	Mr. Raleigh Lewis, Director Concentrated Employment Program (Sponsored in Hartford by CRT)	
11:00 - 11:30 a.m.	Discussion Groups	
11:30 - 12:00 noon	Mrs. Peggy Servick, Director Education & Development Office G. Fox & Company	
12:00 - 1:00 p.m.	L U N C H	
1:00 - 3:00 p.m.	Panel Presentation: Job Opportunities for Minority Groups	
	Moderator:	S. Edward Weinswig
	Panelist:	Mr. Roland Byers, Heublein, Inc. Mr. Angelo Giardini, Associated Construction Company Mr. Joseph F. Lenihan, Southern New England Telephone Company Mr. Dean Thorndike, Travelers Insurance Company Mr. John Russell, Hartford Insurance Group

WEDNESDAY, APRIL 14, 1971

Place: Waverly School

9:00 - 5:00 p.m. Field Trips & Visitations

Group A		
	9:30 - 11:30	G. Fox & Company Mrs. Peggy Servick
	1:00 - 3:00	Associated Construction Company Mr. Angelo J. Giardini
Group B		
	9:30 - 11:30	Southern New England Telephone Company (SNET) - Mr. Robert Brown
	1:00 - 3:00	Hartford National Bank & Trust Company Mr. Edward L. Johnson, Jr.
Group C		
	9:30 - 11:30	Hartford Electric Light Company (HELCO) Mr. Lyman McKenzie
	1:00 - 3:00	Connecticut General Life Insurance Co. Miss Lynn Johnson
Group D		
	9:30 - 11:30	St. Francis Hospital Mrs. Gloria Wozniak
	1:00 - 3:00	Chandler Evans Mr. William G. Graber

THURSDAY, APRIL 15, 1971

Place: Waverly School

8:30 - 9:40 a.m.	Group Meetings
9:45 - 10:00 a.m.	B R E A K
10:00 - 12:00 noon	Panel: Youth Speaks Out: Weaver High School Students Moderated by: Mrs. Shirle Milner Arranged by : Mrs. Elizabeth Noel
12:00 - 1:00 p.m.	L U N C H
1:00 - 3:00 p.m.	Visitations: Connecticut School for Boys - Meriden Dr. Charles Dean DARTEC House - Meriden Dr. Robert Milliken

FRIDAY, APRIL 16, 1971

Place: Waverly School

8:30 - 9:00 a.m.	Announcements
9:00 - 12:00 noon	Simulation Activity - Implementation for the World of Work Mr. Walter Krupa
12:00 - 1:00 p.m.	L U N C H
1:00 - 3:00 p.m.	Concentrated Employment Program (C.E.P.) 721 Main Street, Hartford Mr. Claude Davis Mr. Ken Forrester

SATURDAY, APRIL 17, 1971 - UNIVERSITY OF HARTFORD, A327

8:30 - 11:00 a.m.	Humanistic Education - Activities and Adaptation in Vocational Guidance Mr. Bernard Nisenholz
11:00 - 1:00 p.m.	The Week That Was

1971
Project" INSPIRE
UNIVERSITY OF HARTFORD
School of Education

DIRECTOR	Dr. S. Edward Weinswig, Director Undergraduate Education Studies University of Hartford
ASSISTANT DIRECTOR	Mr. Ralph P. Romano Chairman, Guidance Department Bulkeley High School
STAFF	Mrs. Shirle Milner Teacher Northwest-Jones School
	Mr. Walter Krupa Instructor University of Hartford
	Mr. Bernard Nisenholz Instructor University of Hartford

Participants

Richard B. Arnold	277 Buckingham Street Hartford, Connecticut 549-3778	Trinity Alternate Learning Center - Hartford Teacher Corps Intern
Paul Aziz		Greater Hartford Chamber of Commerce Hartford
Gayle L. Bagwell	423 Edgewood Street Hartford, Connecticut 246-2037	Waverly School Hartford Para Professional
Sister Patricia Black	11 Charter Oak Place Hartford, Connecticut 522-8428	St. Peter School Hartford Teacher
Roland Byers		Heublein, Inc. Hartford
Joseph M. Carey	65 Green Manor Drive East Hartford, Connecticut 568-0316	Northwest-Jones School Hartford Guidance Counselor

Lorraine M. Cervero	575 Farmington Avenue Hartford, Connecticut 525-1168	Northwest-Jones Hartford Teacher
Gloria G. Cicero	4 Mayfair Court Bloomfield, Connecticut 243-1826	Waverly School Hartford Teacher
Andrew Cokkinias	Loveland Hill Rd.,Apt.22 Rockville, Connecticut 872-4245	Northwest-Jones School Hartford Teacher
Claude Davis		Concentrated Employment Program (C.E.P.) Hartford
Sister Camille deSanto	11 Charter Oak Place Hartford, Connecticut 522-8428	St. Peter School Hartford Teacher
Faye Douglas	1748 Stonington Street Hartford, Connecticut 247-3157	Waverly School Hartford Teacher
Thomas J. Dunn	204 Wakefield Circle East Hartford, Connecticut 563-7960	Trinity Alternate Learning Center - Hartford Teacher Corps Intern
Herbert O. Edwards		College of Community Life - Trinity College Hartford
Ken Forrester		Concentrated Employment Program (C.E.P.) Hartford
Angelo Giardini		Associated Construction Company Hartford
Jeff W. Grande	233 Ellington Road East Hartford, Connecticut 289-7588	Rawson School Hartford Teacher
M. Elizabeth Howley	24 Somerset Street Wethersfield, Connecticut 529-3669	Naylor School Hartford Teacher
Gladys H. Hyatt	18 Brookdale Avenue Bloomfield, Connecticut 243-1839	Waverly School Hartford Teacher

Arthur Johnson		Human Rights Commission Hartford
Nancy Ann Johnson	40 Owen Street, Apt.C7 Hartford, Connecticut 232-7562	Hartford Public Library Hartford Film Librarian
Fay K. Kaplan	102 Penn Drive West Hartford, Connecticut 523-5681	St. Justin School Hartford Teacher, Project Concern
Elizabeth Kempinski	990 Capitol Avenue Hartford, Connecticut 236-2184	Waverly School Hartford Teacher
Arthur Kertzman	17 Alderwood Drive West Hartford, Connecticut 232-1651	West Middle School Hartford Teacher
Velma LaPoint	200 Bloomfield Avenue West Hartford, Connecticut 242-8123	University of Hartford West Hartford Student
Joseph Lenihan		Southern New England Telephone Company Hartford
Raleigh Lewis		Concentrated Employment Program (Sponsored in Hartford by CRT)
Sister Mary Catherine McCarthy	11 Charter Oak Place Hartford, Connecticut 522-8428	St. Peter School Hartford Teacher
David Monroe	200 Bloomfield Avenue West Hartford, Connecticut 247-2982	University of Hartford West Hartford Student
Florencio Morales		Community Renewal Team Hartford
Elizabeth Noel	141 Ridgefield Street Hartford, Connecticut 247-0759	Weaver High School Hartford Guidance Counselor

Sister Norma Pelletier	11 Charter Oak Place Hartford, Connecticut 522-8428	St. Peter School Hartford Teacher
Clinton Powers	Forrest Trail Farmington, Connecticut 278-1365	Hartford Public High School Hartford Teacher
Nathaniel Raucher	Box 244, RR1 Willimantic, Connecticut 423-1178	West Middle School Hartford Guidance Counselor
John Russell		Hartford Insurance Group Hartford
Brendan F. Sheehan	331 W. Preston Street Hartford, Connecticut 246-4388	D. F. Burns School Hartford E.S.L. Teacher
Peggy Servick		Education & Development Office - G. Fox & Company Hartford
Mitchell A. Stawiarski	356 South Street Hartford, Connecticut 246-3125	Naylor School Hartford Teacher - Project Concern
Sister Luella Sweeney	11 Charter Oak Place Hartford, Connecticut 522-8428	St. Peter School Hartford Teacher
Dean Thorndike		Travelers Insurance Company Hartford
Jeannette L. Walker	161 Cornwall Street Hartford, Connecticut 247-3543	Waverly School Hartford Teacher
Loretta Wells	646 Park Avenue Bloomfield, Connecticut 242-5605	Waverly School Hartford Guidance Counselor
Eleanor Young	94 Fuller Drive West Hartford, Connecticut 232-8414	Northwest-Jones School Hartford Resource Teacher

PROJECT INSPIRE '71

The words of some very wise and famous men inspired my reactions to "the week that was".

Loretta Kells
GUIDANCE - WAVERLY SCHOOL

Keynote Speaker:
Mr. Herbert O. Edwards
Assistant Dean, Trinity College

". . . create a dissatisfaction with things as they are . . . for the things that exist are not worthy of our support."

Arthur Johnson
Human Rights Commission

I do not pray for a lighter load, but for a stronger back.

— Phillips Brooks

Dr. Paul Aziz
Greater Hartford Chamber of Commerce

The man who is in real danger is the man who thinks he is perfectly safe.

— James M. Barrie

Mr. Florencio Morales
Community Renewal Team

The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them.

Mr. Raleigh Lewis, Director
Concentrated Employment Program

Ask not what your country can do for you — ask what you can do for your country.

— John F. Kennedy

Mrs. Peggy Servick, Director
G. Fox + Company

The world is a looking-glass, and gives back to every man the reflection of his own face.

— William M. Thackeray

Panel Presentation:
Job Opportunities for
Minority Groups

Great talkers, little doers.

—Benjamin Franklin

Field Trips + Visitations
G. Fox + Company –
Mrs. Peggy Servick et al.

Great minds have purposes;
others have wishes.

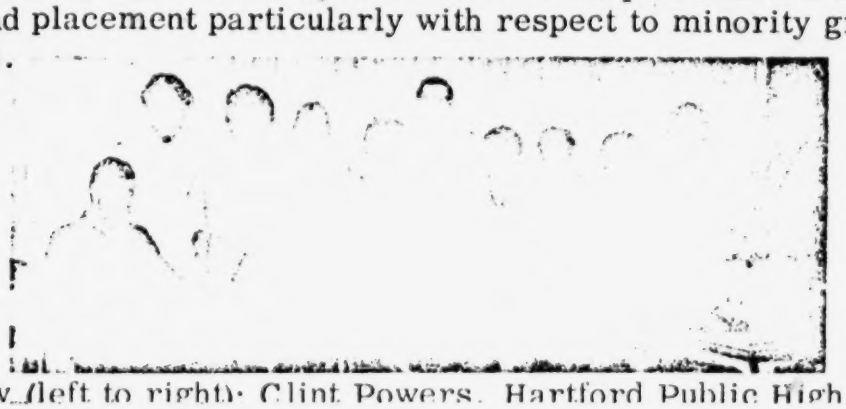
—Washington Irving

GO-GETTER

PROJECT INSPIRE

This past week, teachers and counselors from the area attended the Vocational Guidance Institute, "Project INSPIRE", co-sponsored by the National Alliance of Businessmen, the University of Hartford, and the Greater Hartford Chamber of Commerce. Sessions were held at the Waverly School where the group participated in discussions conducted by leaders in business and education. Part of the program included visits to local companies. Mr. Ralph Romano, Assistant Director of Bulkeley High School, with nine teachers from St. Peter's, West Middle School, Hartford Public High School and Waverly School, visited G. Fox on Wednesday, April 14.

Mrs. Barbera assisted by Miss Rosso led the group in a tour of the store. Following the tour, the group gathered for discussion. Six G. Fox employees joined the discussion to help the members of Project INSPIRE assess jobs, conditions and attitudes with an objective eye. The purpose of Project INSPIRE is to help the participants recognize the best employment possibilities of the greater Hartford community and sensitize them to the requirements and responsibilities of job-choice and placement particularly with respect to minority group members.



Front row (left to right): Clint Powers, Hartford Public High School;

Field Trips + Visitation
Associated Construction Company -
Mr. Angelo J. Giardini et al

Time heals what reason cannot.

— Seneca, De Ira

Youth Panel

Hope for the best, but prepare for the worst.

Old English proverb

The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them.

D.A.R.T.E.C. House

While there's life, there's hope.

— Old English Proverb

Nothing dries sooner than a tear.

— Benjamin Franklin

Visitation —
Concentrated Employment Program (C.E.P.)

No gains without pains.

— Benjamin Franklin

I know no safe depository of the ultimate powers of society but the people themselves.

—— Thomas Jefferson

Simulation

Experience is the fool's best teacher, the wise do not need it.

— Old Welsh Proverb

Herbert O. Edwards
Assistant Dean
College of Community Life
Trinity College

DREAMERS TO INSPIRE

It seems to me if this program is going to mean anything at all, that one of its chief purposes ought to be to inspire those who come in contact with you, those whose lives are touched by yours, to want to improve, not only their situation, but also the conditions around them. One of the terrible things I think educators involve themselves in doing is trying to change the person,-the person whose life is touched by theirs, but without recognizing that the conditions under which these people have to live very often do far more to destroy or to blunt the efforts that you are trying to put forth in terms of changing them. Therefore, I would suggest at the outset that there are at least two things that have to go along concomitantly. One is an attempt to inspire the person; the other is an attempt to involve oneself in trying to affect a change in the situation, in the environment, and in the conditions under which these people live. And I suppose that is why I have chosen this theme today! Dreamers to Inspire.

In 1963 as some of you might recall, gathered in Washington, D. C. between the monuments, Washington and Lincoln, were almost 200,000 people. Many persons had gone to Washington for many different reasons. A lot of us who were involved in the Civil Rights Movement at the time and who had worked very hard to increase the number of persons going to this march in Washington, had decided not to go; in fact, some of us had consciously stayed away, and I was among that number. Thus, I found myself on that beautiful August day in 1963, in California. But like so many others who did not choose to go, when the program started, most

of us hastened to our T.V.'s or radios to listen, to hear, because we wanted to find out what was going on. It was not that we didn't expect great things to happen; but it was just that many of us felt that for the Civil Rights Movement to end up between the monuments of Washington, who considered black people a troublesome presence, and Lincoln, who wanted us out of the country, was hardly an apt place for a good beginning; so some of us simply did not want to participate. But on that day the keynote there seems to me was King's speech which has come to be known as the: "I Have A Dream" speech, and I want to share just a few of his remarks with you as a kind of introduction to my own remarks.

"I say to you today my friends even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply embedded in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal. I have a dream that one day on the red hills of Georgia, the sons of slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that one day my four little children will live in a nation where they will not be judged by the color of their skin but by the conduct of their character. I have a dream that one day even in Alabama, with this vicious racist system, its governor having his lips dripping the words of interposition and nullification; one day, right

there in Alabama, little black boys and black girls will be able to join handswith little white boys and white little girls as brothers and sisters. I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, rough places will be made plain, the crooked places will be make straight and the glory of the Lord shall be revealed and all flesh shall see it together." Dr. King's dream.

The crooked places have not been made straight; the rough places have not been made plain; the hills and mountains have not been brought low; valleys have not yet been exalted; so dreamers are still needed. Little black boys and black girls and little white boys and white girls are not yet able to join hands as brothers and sisters, not in Alabama, not in any place in this nation; so dreamers are still needed, very very much needed. I would like to challenge you to be one of the dreamers, to dream great dreams, but not to be content with dreaming, not to be satisfied with simply outlining some theoretical construct in terms of some expected utopia; but rather to dream in such a way that every person you touch, every pupil you teach, every life which like a river touches the banks of your life, will be inspired to put flesh and body and muscles, on that dream so that it will body forth to affect the kind of changes that are necessary.

You see, dreamers and inspirers are not needed to help people to operate in a business as usual fashion; no one needs to be in possession of a dream to carry on business as usual. The status quo can be maintained almost automatically with responses that are almost like reflex

actions. Dreamers have no place there; dreamers are just not needed tocarry on the status quo. This is where, it seems to me, so many of us have betrayed our calling as educators; that we really think our task is somehow to maintain something that's good, and that our task is somehow to inspire the young people who come before us and to listen to us, to be supportive of the conditions that exist, to inspire them with the desires to support that which is, as if its the best that can be.

If this is your role as an educator, then it seems to me you are in the wrong business. For educators are, at the very least revolutionaries, for they have no other reason for being, than to affect change. This is the whole idea behind education. For our philosophy is that people are educable, that people can be changed. And any of us who send our young people away to college for four years and they return to us unchanged, feel that we have been cheated; that somebody has failed us. Someone has failed to inspire them with dreams, perhaps not any more noble than those they themselves or we have had, but dreams coupled with a determination to affect the kind of change that is necessary.

The status quo is not good. The present conditions are not right. The things that exist are not worthy of our support; the whole purpose of being involved with trying to change people's lives, is to affect a change in the conditions under which they live. And that, it seems to me is the whole business of Project INSPIRE, to create in people a dissatisfaction with things as they are. For it we cannot do that, or if we will not do that, or it we are fearful of what might happen if we do that, then maybe we ought to leave this business to somebody else; because that is what we ought to do. We ought to create in the breasts of those who come, a dissatisfaction. Not only a dissatisfaction with themselves, but with others; they must be made aware of how little

they know, how much they need to know, how much they can learn, how much they can contribute, what they can do, what powers are theirs, what latent capabilities are waiting to be actualized. But that is not enough, because the individual alone is not able to affect the kind of structural changes that are necessary in the society; so they must see us involved in the business of trying to inspire them to reach higher and higher, but at the same time, they must also see us finding ways, seeking out ways to help them so that we can find a way to refuse to cooperate with that which stands in the way of what we so desire. So that it seems that I am suggesting that we are involved in perpetual protest; and we are; until every man is truly a man, until every child is really given an opportunity to develop the gifts that he possesses, until every service that is needed in every part of the city is provided; until every educational institution is really involved in the business of educating; until every teacher is really giving the best of his and her ability-transforming our society,-until that happens, we are involved in perpetual protest. And it does not matter-and this it seems to me is one of the dangers that most of us find ourselves in terms of dealing with the present situation-it does not matter how well we are getting along; it does not matter how satisfied we might be, it does not matter how good things are going for us, how secure we are. (we spend a great deal of time being concerned about security) Perhaps rightly so.

Once we have arrived at a fairly secure position, very often many of us find it difficult to understand what it is that creates problems

for others who do not feel so secure, and we think that it is simply because they do not understand that we are speaking from a different perspective; we are looking at the same set of circumstances, but from a different vantage point so that we feel safe in doing the things that we do or avoid doing other things. So it is difficult for us to understand those who are still disturbed, who are still excited, who are still upset; who do not hold the values that we hold, and therefore we too need some dreamers to challenge, someone who will challenge those dreams which we hold most dear to us.

Too often our minds and hearts are so filled with fear that we destory the sense of wonder in children by the time they get to 6th, 7th or 8th grades; so also our desire to expand, to try the new, our excitement at being alive, is pretty much blunted and destroyed; and our dreams are muted by the time we become professional. Then other concerns intrude themselves upon our consciousness, and we are then no longer able to be what we want to be, to be what we know in our better selves we can be, to fight that constant battle, even with ourselves, so that we will never settle down to business as usual; so that we will continue to join the ranks of those who have dared to dream.

Utopian we have often called them, but yet, without these dreamers, and without these dreams, can you imagine how prosaic our society would be, can you imagine what would happen to the school systems and universities if there were not persons who constantly disturbed, who asked the embarrassing questions, who continually refuse to be satisfied with the way things are going-can you imagine what kind of life it would be? It would be mere existence, waiting to die. It would be almost like colonies of people in many of our resort areas across the country who have retired,

and who have simply removed themselves from the stresses and strains of everyday decision-making, and are simply waiting upon the peace of death. You would be surprised at the large number, at the increasing number of people in our society who have the means to simply sit around and wait, comfortably, for the peace of death and that, it seems to me, is the kind of thing to which we doom ourselves once we stop dreaming, once we stop aspiring for the impossible, once we become satisfied with the status quo; and once we finally convince oursleves that we are doing the best we can; that is a lie!

For none of us is really giving the best that he can give, not one of us is really exerting ourselves to the best of our ability; every-one of us is holding something in reserve. I am never quite sure what it is, or what the reason is, but I think it is because we believe there is going to be a rainy day, and as we try to put away savings for a rainy day, so we try to reserve our energy, our ability, our strength, waiting on that prepitious moment when it can be called forth in such a way as to advance us, so that we can prove to someone above us that we are capable of fulfilling a higher position and can do it in an adequate fashion. So in that moment, you see, then we feel challenged to bring forth the best that we have and this is the result of a self-centered existence,and selfish people have never been dreamers. Self-centered existences do not result in dreamers, do not eventuate in in-spiration. Only those who are able for that moment, to forget them-selves to the extent that they do what they must; to the extent that like so many others are able to give, to listen to foreign drummers; foreign drummers are those who are not satisfied with the way things are.

They are those who are seeking out different dreams, the dreams which are not always prescribed to us as dreamers, but only appear to be because they are threatening to our positions; and so we are encouraged to continue to cooperate with the forces which we know are destroying the young people of our society.

In the final analysis, no one but you can decide what kind of job you do, what kind of inspiration you offer, what kind of dreams you project. No one but you can decide because if you allow others of us to decide for you, we will not have to live through the decision that is made; you will have to live through it. So don't try to decide for others. Don't make decisions for them; try to show them the kinds of options that are theirs, the kinds of possibilities-but don't try to limit them, don't try to make decisions for them, let them decide for themselves. Show them how to make decisions, convince them that they should always believe in themselves.

The last thought I have to leave with you today is to give them every right, give them the responsibility to believe in themselves, to inspire others. To see themselves as contributing members of society. So do not teach them to follow us, for neither you nor I have done anything worthy of emulation and imitation. Tell them to go beyond us, to show us how little we have done, yet how much we have done by convincing them that they can do so much more.

Since then, every valley has not been exalted; the hills and mountains have not yet been brought low; men and women of different creeds and races have not yet been able to join hands as brothers and

sisters, and injustice has not yet been changed to justice; because this is so, because it is disturbingly so, we are yet in desperate need of "dreamers to inspire!"

DREAMER TO INSPIRE
(Response to Keynote Speech)

No dream is impossible

He who dreams

Should dream to give

Inspiration to those who live

In the dark depths of hopelessness.

HOW HIGH IS UP?

He who dreams

Beats out from under

Established tunes- he's the foreign drummer

Who beats out different tunes.

the future?

He who dreams

Must insist upon

Dreams all men

Can call their own!

Faye G. Douglass
Project: INSPIRE '71

Some men see things as they are and say, why. I dream things that never were and say, why not.

TRY SOMETHING BETTER.

Arthur Johnson

Human Rights Commission

I am sharing these few thoughts with you at our gathering this morning, because I believe that we are in one of the most crucial times for race relations. The identification with the "Calley" atrocity on a national level by a great mass of Americans who are empathetic with his bigotry and his blind dehumanization of people is sadly revealing of how deep is the sickness of prejudice in our society; and how thin is the fabric of education which should lead to understanding and appreciation for human differences. Americans, in this instance, have swept aside the humaneness of thousands of GIs throughout the histories of wars, a humaneness evidenced by countless acts of protective concern for the helpless victims of war. These acts of GIs have always been the most positive picture of the American soldier. Yet, even now, the prestige of the office of the President of the United States has unfortunately been brought into a protective relationship with a man whose deeds emphasize the worst aspects of personality development in a system which has promoted arrogance and disregard for people with differences in color and national origin.

On every level repressive and changing conditions in race relations can be documented. The commercial writers who sense the trends are now writing articles and other materials which amount to "How To" directions in dealing with black people differently. It is evident that we must develop strategies and techniques and sound, strong even-handed leadership if we are to successfully close the gaps between people in our society.

If this context, I ask you to consider what appears to be the statement of Whitney Young's death and its meaning for America and for black

men and black women particularly. There is no more appropriate time then this Easter season to reflect on the fact that the death of great men often are summations of historical events, national attitudes and grave problems in society. The untimely deaths of President Kennedy, Martin Luther King and Senator Robert Kennedy and most recently Whitney Young all have occurred at times in our recent history in such a way as to draw attention to basic issues and to mobilize people for action. President Kennedy's assassination summoned the nation to concerted action around goals designed to improve the life for all of the citizenry. The assassination of Martin Luther King dramatized the black and white conflict in America and crystallized confrontation. In the shocking aftermath of Senator Kennedy's assassination, we realized how deeply the hatred and bias and national hysteria is embedded in our lives.

Whitney Young's passing creates a black leadership void on the national level and confronts for us with startling clarity--the need for "power dialogues". Whitney Young symbolized on the national level the ability to be empathetic with, and understanding of, the agonized cries of frustration of young black people struggling against the plight of bondage and systematic deprivation. He symbolized the ability to be dedicated to changing relationships between black and white Americans without neglecting or deriding the aspirations of all black people, while at the same time being clearly aware of the American framework and remaining conversant with the powers of government, business and education. At a time in the history of this country when economic conditions, pervasive fears and a general retrenchment can be clearly identified, his type of leadership reflected the hope for black and white America.

Today, knowledgeable people are for the most part privately saying that the pendulum has swung away from cooptation and cooperation not only with militancy but, in fact, from most programs that have been identified with minorities or blackness.

In our own City and State, political leaders, businessmen, liberals and some black people are unfortunately in various ways manifesting desires to brush aside, reject or at best control actions and any direction in behalf of minorities. The recent interview with the Commissioner of DCA as reported in The Hartford Times is disturbing. His statement that the DCA is not an advocate agency for the poor is unmistakenably clear and disturbing.

Personal economic concerns have caused educators and individuals associated with campuses to view differently the disadvantaged. In fact, in these crucial areas and other avenues previously opened to minorities, we find that the heretofore "reluctant gatekeepers" are now back in business. These individuals who found it in their interest to give lip service to open door policies and to quietly suppress their personal opinions are now finding an opportunity to more freely express biases. In some instances, we now see top officials delegating direct contact responsibility with minority spokesmen to lower echelons who therefore have now become decision-makers.

While this psychology is slowly becoming pervasive in the white sector, equally as distressing are companion attitudes being developed among black people, some of whom are in responsible positions. This is not hard to understand, because ironically enough it now falls to the lot of black men and women who have survived difficult personal periods to become champions

and spokesmen for Black America. This group whom I call "survivors" have been told by writers and by black and white liberals and militants that they were not relevant. Some have even been derided for working with the establishment or following political goals.

As we reflect upon these points, most of us in this room can see ourselves. The "survivors" are in some instances men and women of long histories in Civil Rights matters. Some of us are recent beneficiaries of the action of militants and some of us have been brought in to sit by the door; no matter the process, the end result is the same.

I believe that black men and women around the country in a wide variety of positions are somewhere on a continuum which fits them into this category.

It is to all of us that the death of Whitney Young now comes as a clarion call to action. This is not to say that grassroots efforts are unnecessary or dead--or that young voices can and will be stifled, but rather, that there are those of us who must become communicators within the system and with those who feel that they may be out of the system. Our National Black legislators have clearly recognized this function and are attempting to organize to meet these broader demands. The need is serious. I think if we look carefully, we can perceive a decimation in the ranks of those who should be "communicators".

We can see more and more the erosion of black voices within the system through a reduction of responsibility and positions. There are behind the scenes dialogues on race relations being carried out without black representation. In fact, in some instances, of which I am aware, decisions and actions are being developed without even the past regard for tokenism. We are now witnessing teams of governmental representatives visiting cities and

states who if they happen to have any minority representatives have reduced their leadership roles.

I do not want to simply project a pessimistic view of America or specifically Connecticut and Hartford; but I think it is necessary for us to take stock of the fact that as "survivors" black men and women cannot lose sight of newer and demanding responsibilities. It is even more imperative, as one of my friends expressed it: "We do not fall back upon the excuse that we are tired of fighting with everybody". The advocate role, the monitoring role, and a strong sense of accountability to minority status must continually be defined and acted upon. Further, it is also necessary that we understand the "sense of blackness" as crossing minority and poverty lines. We must recognize and understand the commonality of interests between black people, Puerto Rican people, Spanish speaking people and poor people so that we may avoid the internecine warfare which serves outside interests and is destructive.

Now, where do we as Hi-Noon go from here?

1. I think it is necessary that we recognize that there are still many people of good will--who have not been alienated.
2. As a strategy we identify such persons and pursue objectives which unite such persons with ourselves.
3. We make an audit of our leadership resources and develop specific contacts on a one to one basis to ascertain their views, allegiance and proposals for action.
4. We identify present leadership organizations (public, private) of roles in relation to unemployment (30%+ for inner city), education, housing particularly in relation to rehabilitation or new cities, and that having done

so we clearly as a group identify our supportive roles or goals for corrective actions.

5. Positive action in concert with leadership must include first-hand visits to schools, work locations, and power wielding offices.

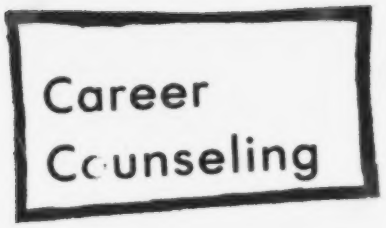
Finally, if we are to offset political and other purposes which are served through the emphasis of differences and the dividing of people on the basis of income or race then we must prepare to give leadership to efforts to bring people together on the basis of their common goals. The triteness and simplicity of this statement is apparent, however, I am reminded of a recent conversation with a City Hall worker in which I made the point that there are many interests and goals that people in the suburbs and people in the ghettoes have in common--I was given the skeptical reply "like what?"

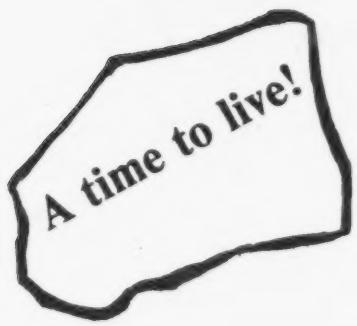
I believe that we can supply the answers to the "what".

Excerpts from a Project to Inspire

Prepared by participants from the Waverly School Team

Purpose: To build a Human Resource Library





"I LIKE HELPING PEOPLE TALK TO EACH OTHER..."

The statement of purpose that appeared in the 1970 book bears quoting here. "INSPIRE has emphasized developmental guidance through an early intessive and objective appraisal of the world of work. Vocational guidance must become a significant aspect of the broad curriculum for all children before they are required to establish personal career goals."

"The school has been assigned the responsibility for an individual's preparation for the economic life of our society. However, it is apparent that the school has failed to provide a career preparation to a large segment of the population. Too often, school counselors and teachers are better informed about entrance requirements of colleges than about the opportunities available in the world at work. All students must be exposed to vocational guidance orientation which would serve to enlarge the understandings and realization of the self and the relation of the individual to the larger world."

Agreeing upon the need for vocational education, a representative group from the Waverly School embarked on a project for the development of a vocational guidance component to our curriculum that would attempt to meet this goal.

Our major objective is to elevate the awareness level of our pupils to the components of the world of work, and thereby inspire them to greater heights. We have chosen to do this through increasing pupil exposure to a variety of occupations. We will endeavor to build within our school, a Human Resource Library that will encompass and include people and occupations from the home, the community and the school.

The format for implementation of the Human Resource Library will be through the erection of work centers, or interest areas, in each MIA at

Waverly School. The work centers will spotlight the tools and skills of specific occupations through the experiences carried on there. People engaged in the spotlighted occupations will be invited into the classroom to talk with the children. Field trips to business locations and occupational operations will be arranged where feasible. Pupil emphasis for the utilization of the work centers will be determined according to the general age and interest levels within each MIA.

JOB INVENTORY

Letter to Parents

Dear Parents:

As a result of participation in Project: INSPIRE, a representative group from Waverly School agreed upon the need for vocational education.

The major objective is to heighten the aspiration and awareness levels of our pupils to the components of the world of work. People engaged in various occupations will be invited into the classroom. Arrangements for field trips to business locations and occupational operations will be taken where feasible.

Family, friends and relatives of children at Waverly School are invited to participate. Will you help us? Please fill in the form below, and return it to school at your earliest convenience.

****

NAME_____

ADDRESS_____

TELEPHONE NUMBER_____

MY OCCUPATION IS_____

I WORK AT_____

MY HOBBY IS_____

I WOULD LIKE TO HELP BY:

Talking about my work. _____ Showing and talking about my hobby._____

Helping on field trips._____ Doing this_____

SUGGESTED EXPERIENCES FOR WORK CENTERS

Listening and Communication Situations

Role playing job situations - employer and employee:

Situation: Employer speaking to employee about unsatisfactory work.

Situation: Employer speaking to employee about tardiness/attendance.

Situation: Employee speaking to employer about raise/promotion.

Situation: Employee speaking to employer about relations with co-worker.

Activities

Making puppets and using commercial puppets for puppet shows.

Utilizing the telephone.

Handwriting skills - resume and letter writing.

Vocabulary development in the various areas (using the correct terminology).

Storytelling - Bomar Series.

Application

I. NAME last name: _____ first: _____

ADDRESS: _____

DATE OF BIRTH: _____ TELEPHONE: _____

AGE: _____

****

II. EDUCATION: Grade _____ Name of School _____

****

III. HEALTH: Height _____ Weight _____

Were you ever in the hospital? _____ If so, what for? _____

_____ _____ _____

****

IV. Do you have any special skills? _____ What? _____

_____

Whom should we call in case of emergency?

NAME _____

TELEPHONE _____

ADDRESS _____

RELATIONSHIP _____

****

This space may be used for applicant to write about himself.

Interviews

Situation: Adult with student as employer interviewing applicant.

Possible Discussion: "What is your favorite hobby?" ("If you don't have a hobby, name one you <u>would</u> like to have.")

"What would you like to be when you grow up? Why?"

"Have you ever done anything where you earned money? If so, what exactly?"

"Do you plan on going to high school?"

"Do you plan on going to college?"

"Do you like school? What do you like best? What do you like least?"

"Are you absent a lot? Are you late a lot?"

Role Playing

Situation: Interview between student and student, one acting as employer while other acts as applicant.

Possible Discussion: *Find out

I. About the employee
   a. his goals
   b. his hobbies and interests
   c. his interest in this particular job

II. About school
   a. attendance
   b. favorite subjects
   c. school

III. Experience
   a. how he earned money
   b. any volunteer experience

* Ask anything else you feel is important for an interview.

Role Playing

Job Situations - Employee and his job

Situation: Nurse/Doctor and patient

1. nurse/doctor attending patient in emergency ward.
2. nurse/doctor talking to child before getting tonsils out.

Situation: Policeman

1. policeman with lost child.
2. policeman, storekeeper, and child discussing child's shoplifting.
3. policeman speaking to group of children about bicycle safety.

Situation: Sanitation Worker

1. worker complaining about conditions of trash area.
2. worker speaking to class about the reasons for recycling glass and newspaper. (Pollution)

SAMPLE SITUATIONS

Radio and Television Broadcasting - Disc-Jockey

On sight development

A. Visit WKND Radio
Visit WTIC Radio
Visit Connecticut School of Braodcasting

1. Give the exposure to kids and stress importance and need for trained people in all areas of radio and t.v.

Follow-up in classroom

A. Role playing of disc-jockey, news broadcaster, etc.

B. Assimilate experiences such as allowing students in office of school.

C. Encourage kids to listen to news, weather announcements and then allow kids to record on tape.

1. Also encourage use of audio-visual material for t.v. - taped show.

D. Stress importance on

1. Basic speech
2. Writing news reports
3. proper procedures used while making announcements
4. FCC regulations and rules, sketchy outline

Carpenter

On sight development

A. Visit wood working shop in school

B. Have a carpenter come into classroom with tools of his trade

1. Allow demonstrations and explanations of each.
2. Allow children the opportunity to manipulate things with his own hands.

Follow-up in classroom

A. Set up area essential for the use of building with wood.

1. Have a variety of other tools that a carpenter uses
a. hammer, nails, saw

B. Stress importance with games on the importance of careful measurements and accurate workmanship.

1. Activities using rulers and measurements.

C. Important stress on proper care of tools and use.

Clerk or Typist (Secretary)

On sight development

Experience and Exposure

A. Visit to secretary office of the school

B. Visit to CEP Training Center, 1450 Main Street

C. Visit to Connecticut Secretarial School - Woodland Street

1. Practical opportunities such as allowing students to
   a. Type their name
   b. Use adding machine
   c. Make out forms of information to company-similate
   d. Answer phones

Follow-up in classroom

A. Stress importance on efficiently operating of equipment and safety.

B. Need for pleasant attitude and personality.

C. Drills on achieving a high degree of manual dexterity in student.

D. Obtaining typewriters and other office machines and other office machines not used by school or Hartford Board of Education

1. Opportunity to manipulate with their own hands
2. Stress good posture

E. Importance in obtaining knowledge of keyboard and vocabulary development.

Assembly of Production Line Worker

A. Exposure to industry

1. Tour and/or permission to become involved in production line work.
2. Films that expose this job.

B. Classroom Activities

1. Sorting similar small objects based on size, color and shape differences.
2. Correlating pictures on a one to one bases.
3. Group activities where team cooperation is needed to obtain finished product such as cooking or making edibles where labor is divided.
4. Objects that can be manipulated for increasing finger dexterity.
5. Activities that increase visual and auditory skills.
6. Writing experience charts after visit to industrial center.
7. Learning technical words pertaining to job so as to increase vocabulary.

Telephone Operator

A. Exposure to Telephone Company

1. Tour and/or permission to become involved at site of work.

2. Films that deal with this job.

B. Classroom Activities

1. Written experience charts after the visit.
2. Learning technical words pertaining to job so as to increase vocabulary.
3. Having telephones in classroom so as to induce conversations among students.
4. Learning acceptable telephone behavior.
5. Requesting equipment from telephone company that can be set up in the classroom.
6. Students can make classroom phone directory.
7. Expose students to ways of dialing local and long distance calls. This can be demonstrated by the teacher.
8. Role playing situations involving telephone conversations.

College Student (Excellent Opportunity for Student Interns to be of Use.

A. Exposure to College Campus (University of Hartford)

1. Dormitory - seeing rooms and visiting with students.
2. Cafeteria - eating with students.
3. Attending classes.
4. Visiting science laboratories.
5. Art School - seeing things being made; permitted to make things.
6. Music School -seeing music being taught.
7. Gymnasium - participating in activities.
8. Business School.
9. Radio Station.

B. Classroom Activities

1. Write experience charts after exposure.
2. Discuss purpose of University. Interns can simplify according to age level.
3. Discuss aspects of student life on campus.
4. Form vocabulary list of new words pertaining to this exposure.
5. Performing of science experiments in class and securing equipment from University.
6. Obtaining typewriters for students.
7. Learning to fill out applications with coated applications.
8. Broadcasting equipment for disc jockey activity.

ON-SITE CAREER DEVELOPMENT

Purpose

1. Give youngsters the opportunity to become aware of and be exposed to the many vocations that are available to them in the greater Hartford area.

2. To teach these youngsters some specific job-related skills.

3. To help these youngsters become more aware of the need for continuing their education.

4. To improve self-concept.

Program Operation

1. Contacts made with the company

   a. Send packet (containing letter, program description, contract) to the company after telephone contact has been made with the "contact person."

2. A number of students will be sent from our school to a place of business for a portion of the school day on a particular day of the week (example - Friday).

   a. Suggestion: begin plan with a small group of students - 5 different students each week.

3. Each student will be teamed or paired with one employee "on the site".

   a. Students will be required to meet terms of a contract before their arrival (sample enclosed).

   b. Employees are expected to sign a contract and return it to the guidance counselor before the program begins.

4. Assignments will be made by the school guidance counselor and the company's "contact person."
5. A variety of vocations are expected to be made available to the students.
6. Transportation of the school children will be provided by members of the Parents and Teachers for Waverly School.

HARTFORD PUBLIC SCHOOLS

WAVERLY SCHOOL

55 WAVERLY STREET HARTFORD, CONNECTICUT 06120

_____

_____

_____

_____

Dear Sir:

We certainly wish to thank you for taking part in Project:INSPIRE this year. Your sincere interest in vocational guidance was demonstrated by your willingness to work so cooperatively with us.

When you stated that the students needed more experiences earlier in life, you helped us form our goal. Our students will succeed because we will remember our goal and see to it that our students are exposed to many vocations early in life.

You are being asked to help us begin to expose the variety of careers that are available in the greater Hartford area to these students who will be applying for jobs in your industry in ten years. Can you deny them the opportunity to be a better employee for your firm? (See the enclosed plan.)

Please contact:
Mrs. Loretta Wells, Guidance Counselor (549-2020)
Waverly Elementary School
55 Waverly Street
Hartford, Connecticut 06112

Sincerely,

VOCATIONAL GUIDANCE CONTRACT

Our employee will meet a student from Waverly School and introduce him to his job at our place of business. We realize that the Waverly student is expected to be prepared to report to his classmates about the many new things he has learned on the job with us. We will help him as much as possible.

Name of Student _____

Name of Employee _____

Name of Company _____

Employee's Position _____

Date for Career Development _____

VOCATIONAL GUIDANCE RESOURCE

RESOURCE	Waverly School (or your own school)
ADDRESS	55 Waverly Street Hartford, Connecticut 06112
TELEPHONE	549-2020
CONTACT PERSON	Guidance Counselor and/or Principal Loretta Wells and/or Charles Senteio
RESOURCE	The Hartford Insurance Group
ADDRESS	Hartford Plaza Hartford, Connecticut 06115
TELEPHONE	547-5379
CONTACT PERSON	Mr. John L. Russell, Assistant Director Personnel Administration or Mr. Arnold W. Melander
RESOURCE	Associated Construction Company
ADDRESS	1010 Wethersfield Avenue Hartford, Connecticut
TELEPHONE	527-4114
CONTACT PERSON	Mr. Angelo Giardini
PERTINENT INFORMATION	Sequential programming essential 1. Construction workers to visit MIAs first to describe jobs 2. Students visit jobs for on-site lessons
RESOURCE	Colt Industries, Inc.
ADDRESS	150 Huyshope Avenue Hartford, Connecticut
TELEPHONE	278-8550
CONTACT PERSON	Mr. Daniel A. Fine

RESOURCE	Hartford National Bank & Trust Company
ADDRESS	777 Main Street Hartford, Connecticut
TELEPHONE	547-2000
CONTACT PERSON	Mr. Edward L. Johnson, Jr. or Mr. Robert D. Filon
RESOURCE	Society for Savings
ADDRESS	31 Pratt Street Hartford, Connecticut
TELEPHONE	524-8321
CONTACT PERSON	Mr. John Bining
RESOURCE	Heublein, Inc.
ADDRESS	330 New Park Avenue
TELEPHONE	233-4461
CONTACT PERSON	Mr. Roland Byers, Personnel Assistant
RESOURCE	Hartford Board of Education
ADDRESS	249 High Street Hartford, Connecticut
TELEPHONE	527-4191
CONTACT PERSON	Mr. Joseph Constantine Coordinator of Guidance Services
RESOURCE	Connecticut Bank and Trust Company
ADDRESS	1 Constitution Plaza Hartford, Connecticut
TELEPHONE	242-5000 or 244-4903
CONTACT PERSON	Mr. Bruce Rogel or Mr. N. William Knight

RESOURCE	G. Fox and Company
ADDRESS	960 Main Street Hartford, Connecticut
TELEPHONE	249-9711
CONTACT PERSON	Mrs. Peggy Servick, Director Education and Development
RESOURCE	Connecticut General Life Insurance Company
ADDRESS	900 Cottage Grove Road Bloomfield, Connecticut 06002
TELEPHONE	242-4422
CONTACT PERSON	Miss Lynn Johnson or Mrs. Nancy Nolin
RESOURCE	Hartford Electric Light Company
ADDRESS	Business office - 266 Pearl Street General office - 176 Cumberland Avenue Wethersfield, Conn.
TELEPHONE	249-5741 or 249-5711
CONTACT PERSON	Mr. Lyman McKenzie Or Mr. Byron A. Aubrey
RESOURCE	Chandler Evans
ADDRESS	Charter Oak Blvd. West Hartford, Connecticut
TELEPHONE	236-0651
CONTACT PERSON	Mr. William G. Graber or Mr. Harold T. LeMay

RESOURCE	St. Francis Hospital
ADDRESS	114 Woodland Street Hartford, Connecticut
TELEPHONE	249-8281
CONTACT PERSON	Mrs. Gloria Wozniak or Mr. Chris Keenan
RESOURCE	The Travelers Insurance Company
ADDRESS	1 Tower Square Hartford, Connecticut
TELEPHONE	277-0111
CONTACT PERSON	Mr. Dean Thorndike or Mr. Wayne Casey
RESOURCE	Connecticut Mutual Insurance Company
ADDRESS	140 Garden Street Hartford, Connecticut
TELEPHONE	249-0631
CONTACT PERSON	Mrs. Helen Buccino and/or Mr. Elliott J. Berv
RESOURCE	Standard Screw Company
ADDRESS	92 Deerfield Road Wilson, Connecticut 06095
TELEPHONE	525-0821
CONTACT PERSON	Mr. Raymond Wood
RESOURCE	Southern New England Telephone Company
ADDRESS	2 Central Row Hartford, Connecticut
TELEPHONE	247-9221
CONTACT PERSON	Mr. Joseph F. Lenihan
PERTINENT INFORMATION	Sequential programming essential 1. Employees to visit MIA's first to describe jobs 2. On-site career development

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ACTION

Got a social conscience? Then make it your business!

A Future for Me?

Minority hiring

Getting Together

"YOU'VE GOT TO DIG UP THE PAIN AND PUT IT OUT IN THE OPEN"

Shades of Difference but One Common Hope

Project INSPIRE

Educational Simulation

A Project INSPIRE simulation entitled The Smith Street School was designed with the following objectives in mind:

1. To provide Project INSPIRE participants the experience of dealing with a wide range of attitudes which they will probably encounter in their efforts to promote vocational guidance.

2. To place Project INSPIRE participants in a position which directs them to deal with the practical aspects of implementation. The simulation is designed to force participants to transfer theory into practice.

3. To provide a vehicle through which all participants will have an opportunity to communicate and share their ideas and impressions developed during the first several days of Project INSPIRE.

Directions for Simulation

The simulation represents a model of a school faculty meeting held to examine the concept of vocational guidance in the schools.

Several members of the faculty have been active participants in Project INSPIRE and have requested this meeting in order to disseminate their thoughts to fellow teachers and to ask their assistance in implementing a program for the Smith Street School.

The trainer or teacher should assume the role of principal. This involves the following responsibilities:

1. Call the meeting to order and explain its purpose.

2. Divide the meeting into groups of 4 to 6 persons.

3. Select one group to act as Project INSPIRE participants. Their role is to circulate and relate their experiences at INSPIRE. They must convince each group of the need for vocational guidance and gain their assistance in developing practical ideas for implementation.

4. Divide the roles evenly among members of each group to be sure all attitudes are represented in each.

5. Request each person playing the role of Project INSPIRE participant to meet with every teacher group.

6. Guide the progress of the simulation by insuring that each group communicates with all Project INSPIRE participants.

7. Culminate the simulation by requesting a representative of each group to report the ideas of his group to the entire staff. Tabulate all ideas on a blackboard thereby developing a master list of practical ideas which can be reproduced for use by individual teachers.

MEETING NOTICE

Smith Street School

The recent participation of six staff members in Project INSPIRE has generated interest in vocational guidance in the schools.

Because of this interest a staff meeting has been called in which the entire staff will have an opportunity to listen to INSPIRE participants and determine a course of action for the Smith School. Hopefully, specific recommendations will be adopted and a vocational guidance program will be initiated.

Project INSPIRE Participant

As a recent participant of Project INSPIRE you are interested in building vocational guidance into your instructional program. During the past week you have listened to teachers, executives, government employment agencies and students.

You have several ideas on how your school can build a program. The principal has called a meeting of the staff and during this meeting the staff will divide into groups and discuss how vocational guidance can be implemented and why it is important for all children.

The following list includes a few of the needs cited by some of the speakers you had last week:

1. More exposure to tools and their use.
2. More preparation in basic language and math skills.
3. Exposure to the "work a day world" at an earlier age.
4. Exposure to typewriters, calculating machines, school stores and other activities that might stimulate "work a day world" activities.

The following list includes a few ideas on what can be done by a school staff:

1. Make up a human resource file of those people who will come into the schools.
2. Make up a file of those businesses that would accept and work with children at each level - elementary, intermediate, junior high and high school.
3. Brainstorm activities in which students can utilize tools and other work equipment during school time.

Teacher A

This afternoon's meeting is of some interest to you. You have been a teacher at the Smith School for two years and have always seen a need for more emphasis in the area of vocational guidance.

Although there is an obvious need it seems difficult to think of any ideas that would be workable for certain youngsters. You are open to suggestions and hope that the people who have participated in INSPIRE can provide some insights for your program.

Here are some of the questions that you need answered:

1. What specifically will students need in vocational education?
2. If we identify things we can do who is going to take the initiative in organizing a program?

You are anxious to support the program and will do everything possible to make this afternoon's meeting a success. Hopefully, some concrete ideas and recommendations will come out of the meeting.

Teacher B

As far as you're concerned this whole business about vocational guidance is a waste of time. Here we are battling to teach reading and math and some clown wants to waste more of our time with a vocational guidance meeting.

You've been to these meetings before. Nothing ever happens and you don't see anything happening today, except a lot ot talk.

This time you plan on forcing the issue. They better talk on a practical level and cut out all that philosophical garbage. Maybe the kids do need vocational guidance, but it they're going to win your your support they had better come up with solid, concrete, practical activities instead of high talk and cute phrases.

You insist on something concrete coming out of this meeting and everytime you see it turning to just talk you're going to tell it like it is and insist on coming up with concrete ideas.

Teacher C

This afternoon's meeting is of some interest to you. You have been a teacher at the Smith School for five years and have always attempted to provide the best possible education for your students.

This meeting on vocational guidance seems interesting but with all the things you're doing now how can you hope to fit one more thing into the curriculum.

Some or the following questions are of immediate concern and you plan on getting answers to them:

1. Should vocational guidance be pleaced exclusively in the junior high and high school?

2. If it would work at any level, what would you leave out of the curriculum that you are presently doing? There just isn't any room for additions.

3. What specifically could be better done with elementary students in vocational guidance?

You are looking for specific answers to these questions, especially No. 3. You are not closed minded if they can come up with some good ideas that will definitely help kids then you're all for it and they can count on your support.

Jobs for Youth

Work-Training

Jobs and Job Training

City of the world

The best time to choose is when you still have a choice.

very special

How does America feel right now?

We've changed.

P R O J E C T: I N S P I R E

SOME INNOVATIVE, CREATIVE OCCUPATIONAL INFORMATION ACTIVITIES

1. Photographs taken by the teachers and counselors of local occupations such as the barber, the hairdresser, the hospital nurse, the grocer. These photographs can be made into slides and used in assembly programs at the time the individuals themselves are invited to talk about their occupations.

2. A file of pictures collected by the children representing different occupations; the pictures can be used as a basis for discussion with regard to skills, potentialities, and attitudes.

3. Tape recordings of persons in the community can be made by children regarding work, skills, and opportunities.

4. Want ads which appear in the daily papers can be used as a basis for discussion on labor market trends and the skills required for certain occupations.

5. Children can be assigned to committee work and gather information about the kind of work the class is primarily interested in; they can explore resources related to the work and later report their findings to the entire class.

6. Children can associate occupations to each letter of the alphabet as a basis for a more detailed discussion about occupational information.

7. Large photographs of workers in other countries can be used in order to discuss similarities and differences of occupational skills and requirements all over the world.

8. Junior High School pupils can be invited to return to their former elementary school classes in order to discuss work and study in thejunior high school and to tell how it feels to be in junior high school.

9. Workers who are renovating the school can be invited to come to class in their work clothes to talk about their jobs so that the children can relate the actual worker to his job.

10. The school librarian can prepare reading lists on occupational and educational information by the school librarian for each teacher suitable for each grade level.

11. Small groups of children can preview various films on occupations. Later they can serve on panels to discuss these films after the films have been viewed by large groups of children during assembly programs.

12. Large murals can be prepared by the children emphasizing related occupations following or correlated with ongoing discussions in class.

SPECIFIC OBJECTIVES OF A CAREER ORIENTATION PROGRAM

Elementary and Middle School Levels

a. The student at the lower elementary level can identify all workers in the school and can state how the different workers contribute to his well being and the welfare of the school community.

b. The student at the lower elementary level can identify most observable occupations in the community and can state the contribution made by each to the well being of the community.

c. The student at the middle and upper elementary levels broadens his contact with workers beyond the school and those readily observable in the community. He can identify persons in various occupations, and can make some differentiation between occupational skills used by different individuals, the pre-requisite skills and education needed to enter these occupations, and of the contribution each makes to our society.

d. The student at the upper elementary level begins to differentiate those self characteristics and environmental factors that can have impact upon his future, and begins to discuss ways in which others have minimized negative factors and have maximized positive ones.

e. The student at the middle and upper elementary levels demonstrates how certain knowledges and skills acquired in different school subjects are applied in different work roles.

f. The student at the upper elementary levels demonstrates a knowledge of most common resources and approaches available for learning about and assessing the world of work.

g. The student, during his school activities, expresses a positive attitude toward self, others, educational programs and different types of work roles.

h. The student discusses the importance of team work in different work settings, cooperates with others in order to reach a common goal, and can express the importance of his contributions and that of others in reaching a common goal.

Junior High School Level

a. The student further differentiates his self characteri[illegible] (interests, values, abilities, and personality chara[illegible]cs) from those of others, and can identify broad occupat[illegible]eas and levels which may be more appropriate for him.

b. The student differentiates between the several broad occupational areas in terms of (1) a potential satisfaction each might offer him, (2) the nature of work tasks performed, (3) the future impact technology might have on particilar occupational areas, (4) the

contribution and significance of particular occupational areas to our society and (5) the future demand for workers in broad occupational areas.

c. The student identifies different educational avenues that are available both in the immediate and more distant future, the nature and purpose of each, the direction toward which each can lead, and tentatively assesses what each offers him in terms of his possible vocational choices. He demonstrates how knowledge and skills acquired in different subject matter areas relate to performing different work roles. He recognizes the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure.

d. The student identifies future decisions he must make in order to reach different goals. He identifies those personal and environmental efforts that impinge upon his future decisions. He assesses possible steps he might take in minimizing negative factors and maximizing positive ones and considers the possible consequences each has for him. He functions with motivation which is based upon a concept of the ladder of opportunities within his chosen career.

e. The student makes a choice of a braod occupational area to study in greater depth.

f. The student can differentiate between the major occupations that make up a braod occupational area and can make some differentiation of these occupations in terms of (1) the amount and type of education needed for entrance;(2) the content, tools, setting, products or services of these occupations; (3) their value to society; (4) their ability to provide him with the type of life style he desires; (5) to what extent they can satisfy his interests and values; (6) in what ways they do and do not seem appropriate for him.

g. The student selects education or training in the light of his tentative broad career purposes.

Senior High School Level

a. The student extends his achievement of the product objectives listed for the junior high school level.

b. The student develops awareness of his need for more specific implementation of his career purposes.

c. The student develops more specific plans for implementing his career purposes. He identifies a plan of study, training, and other activities which are consistent with his career goals.

d. The student executes plans to qualify for entry level jobs by taking appropriate courses at the high school level, by on-the-job training, or by pursuing further training in college or post-secondary vocational education leading toward qualification for some specific occupation.

Where To Get Help In Greater Hartford

Task Force Report[1]

According to the Connecticut Labor Department's "Occupational Outlook, 1968-1975," the State will have about 400,000 job openings through 1975. Nearly 30 percent of them will be new positions.

Industry employment projections were predicated on moderate economic conditions and an end to the Vietnam war. The adjustment has already begun in the defense-oriented industries. Most of the reductions will be in manufacturing, with a substantial amount in the unskilled and semi-skilled classes although manufacturing will remain the largest single source of employment.

A net growth of more than 130,000 jobs in non-manufacturing is expected. This will include net gains of 40,000 in retail and wholesale trade, 22,800 in government and 49,700 in other services. Agriculture is the only field for which a net reduction is projected.

Some shifts in the occupational make-up of the labor force will take place also. Professional ranks, the fastest growing occupational group, will swell by over 36,000 workers, with total job opportunities amounting to 80,400.

The largest number of job openings, 107,000 will be in clerical occupations, with almost 31,000 new jobs added between 1968 and 1975. Service workers will show the strongest relative employment growth through 1975. By then, it is estimated that more than half of all professional and technical employment will be in the service industries concentrated in education and health.

1. Report of Task Force I to the Connecticut Commission for Higher Education, December, 1970, p.15-19.

A net expansion of 8,500 jobs for craftsmen and technicians is expected, with electronic technicians most in demand.

Many of the professional and technical jobs require college and graduate degrees. A number, which directly affect the health, education and welfare of the public, require the demonstration of proficiency and competency to a state licensing board.

Critical service occupations in which personnel needs are mushrooming are health care, education and municipal services.

Health care. There will be a continuing shortage, from doctors to janitors, and including all sorts of technologists and therapists with specialized skills. To deliver adequate health care over the next decade, Connecticut will require 60,000 new health workers, including 20,000 registered nurses, plus X-ray technicians, medical secretaries and hygienists, well beyond the number that can be trained with existing facilities and programs.

The 1970 Directory of Education and Training Programs for Connecticut Health Occupations lists more than 40 job titles. However, new jobs as yet undefined will develop as new modes for delivering health care develop.

As the authors of the Directory point out, the need is not simply to duplicate existing curricula but rather to establish totally new academic programs or to restructure completely some existing programs.

For example, we aren't training enough paraprofessionals to assist doctors and dentists, although we know that quality health care can be extended to greater numbers when doctors delegate routine activities to aides and technicians and spend their own time on more skilled tasks. And surely further research will disclose other new patterns and efficiencies that will in turn require different training than is now given.

As evidence of the overall need, a 1970 report on medical care issued by the Carnegie Commission on Higher Education calls for 126 new health centers in the United States, one or more to be located in Connecticut. The centers would relate medical training more effectively to the delivery of health care. The proposed reforms would cost the Federal Government a total of $1 billion by 1980.

Teacher training. The children born during the baby boom following World War II are grown up now. The need for teachers which moved from the primary grades to the secondary and college levels, is now limited to specialized areas.

In addition to replacement needs, there are urgent unfilled needs for bilingual teachers; teachers capable of establishing rapport with minority and disadvantaged youngsters; teachers of vocational education and interdisciplinary subjects, such as environmental education.

The Federal Environmental Quality Education Act of 1970 aims to strengthen the resources for environmental education by making grants to institutions of higher education for developing, testing and evaluating new curricula and for training teachers in their use.

Government. Over the long-term, need for employees is exceeding supply in all types of municipal service, including city and town management, planning, zoning, housing, urban renewal, traffic management, law enforcement, health, recreation, environment and social welfare.

Lack of hard data

These examples illustrate some of the general employment trends that are creating challenges for higher education. Other jobs, as yet undefined, are bound to appear during the next decade or two. But specific

data are hard to come by.

We had hoped to be able to recommend academic needs based on detailed, longer range projections of occupational needs, but we found the data simply are not available. Some areas, where we know the needs are great, as health and social welfare, are like icebergs. Most of what we need to know about them is below the surface. This data must be compiled--by CHE, the Labor Dept., or perhaps by a college or university under contract to the State--before we can decide on relevant educational programs. We recognize that this is an extremely difficult task but it should be attempted.

No only are the State's manpower needs changing; so are the aspirations of individuals. Increasing numbers are demanding a chance for higher education. More ways must be found, however, to encourage the aspirations of minority groups, and new mechanisms must be established to help them recognize and develop their full potential.

New England has a long tradition of excellent private education--preparatory schools and Ivy League colleges. The area, however, is less well equipped to satisfy the emerging needs for public education than are many of the midwestern states and western states whose large state universities and land grant colleges have, for generations, made a college education available to all residents who sought it.

Connecticut's public institutions are not fully meeting this need at present. Yet there is economic as well as social justification for doing so. College graduates earn as much as 60% more than non-graduates in 40 years, much of which will be returned to the State's economy through retail sales, taxes and growth in business and industry.

To find ways to make higher education available to all those who want and can profit by it, without sacrificing the quality of that education, is one of the concerns to which Task Force I has addressed itself.

Project: INSPIRE
1971

Some things to note during field trips:

General nature of the Business or Industry.

Number of employees.

Number or percentages of minority personnel.

General working conditions.

Salary ranges.

Employment priorities.

Employment opportunities.

Use of test results in hiring practices and job placement.

Policies on employment of women...youth vs. over 40...Foreign born.

Current Job Trends:

Future outlook.

Special working advantages or disadvantages.

Problems of unemployment.

Feeling for minority groups.

Follow-up of minority personnel.

Growth opportunities - Career ladders for minorities.

Adjustments of individuals on the job.

Sensitivity programs for supervisors and foremen.

Communications among management executives, supervisors, & personnel.

Status of union or employee groups.

Job training and In-service training.

The role of the schools in preparing minorities for the job world.

Implications for the classroom teacher. Guidance counselor, Administrator.

Additional recommendations of employees.

Names of good contact people.

GREATER HARTFORD AREA EMPLOYERS WHO ARE CURRENTLY HIRING STUDENTS

FROM THE THREE HARTFORD HIGH SCHOOLS

A & P Food Store

Acme Auto Supply Co.

Aetna Duplicating Co.

Aetna Life and Casualty Co.

Alice's Kitchen

All State Woodworking

American Car Wash

American Steel and Aluminum Corp.

Ann Dale Products

Arthur's Fine Food

Automotive Warehouse Distributors

Benoit Pharmacy

Bond Clothier

Bradlees'

Buckley Convalescent Hospital

Burger King

Busy Bee Venetian Blind Co.

Campfield Pharmacy

Capitol Light and Supply

Carbone Restaurant

Center for the Environment of Man, Inc.

Charter Oak Bank & Trust Co.

Connecticut Bank & Trust Co.

Connecticut General Ins. Co.

Connecticut Mutual Ins. Co.

Connecticut State Employees Assoc.

Connecticut State Dept. of Transportation

Constitutional National Bank

D & D Market

Davis, H. B. Co.

DePasquale Bakery

Dillon Mailing Bureau

Down East Lobster Corp.

Dun & Bradstreet

Emhart Corp.

Emsworth, L. L. & Son

Erle's Auto Service

Fox, G. & Co.

Friendly Ice Cream

Gitlin, Bernard & Co.

Grant, W. T. & Co.

Greater New York Mutual Ins. Co.

Green's Beauty and Barber Supply Co.

Hartford Board of Education

Hartford Club Beverages

Hartford Courant

Hartford Hospital

Hartford Insurance Group

Hartford National Bank

Hartford Stamp Works

Hartford Steam Boiler Ins. Co.

Hartford Times

Hartford Tire Co.

Hayes Cleaners

Hopkinson, Dr. Vetinarian

Hour Glass Cleaners

Institute of Living

Joanna Western Mills

Kelly, Bob - Florist

Kircaldie, Randall & McNab

Keppleman's

LaPetite Coiffeur

Lappen, Harry Co.

Laurel Linen Service

LIAMA

Litchfield Farm Shop

Maple Service Annex

Mar's & Co.

Market Restaurant

McDonald's

Merrill, Lynch, Pierce Etc.

Meyers Parking Lot

Nair, Harvey - Attorney

Netherland Pharmacy

Newman Lincoln Mercury

Park Hardware

Phoenix Mutual Ins. Co.

Post Ryder Shoppe

R. N. Construction Co.

Radiant Cleaners

Retail Local Union

Whitney Chain

Ric's Citco Station

River's Luncheonette

Robinson, Robinson & Cole

Ross, L. & Sons

Sacks, Dr. J. J.

Sage Allen

St. Francis Hospital

St. Mary's Home

Security Ins. Co.

Shalon & Anover

Shoppers Plaza Parking Ramp

Snyder Super Market

Southern New England Telephone Co.

Stop & Shop

Strom, J. C. & Co.

Texaco Station

Travelers Ins. Co.

Treasure City Discount Store

Uncle Sam's Giant Grinders

United Construction

United Food Stores

U. of Connecticut Health Center

University of Hartford

Vanity Cleaners

Virginia Market

Wayside Print Shop

Welson & Co.

Weinstein Dr. D. G.

West Hartford Stairs

Youth Centre

Who Says You Haven't Got A Chance?

No body is perfect.

Black Pride

To make a permanent difference to at least one child.

New approach

'I say to you the time for discrimination is over'

Nothing holds you back

PROJECT INSPIRE
An Evaluation

The purpose of the evaluation project was to determine knowledge and feelings of participants toward divergent aspects of employment of minority youth and also to assess theoutcomes of Project **INSPIRE** in terms of effect upon individual attitudes. At the end of the first week of the workshop, a scale designed to reflect attitudes toward poverty, minority groups, and employment was administered to those who took part in the project. An evaluation of the responses and of the reported changed in attitudes, as a result of Project INSPIRE will be reviewed.

The following statements were seen as being <u>true</u> by a significant number ot participants:

1. It will be virtually impossible to substantially reduce minority group unemployment in this country without large-scale social change.

2. Most people who are unemployed would like to have a job.

3. If a person has enough motivation, he will create his own opportunities in spite of other obstacles.

4. Existing organizations have not substantially reduced minority unemployment.

5. There will always be unemployment.

6. Schools can apply knowledge that they get from industry to the school situation.

7. School counseling should be directed toward the employment problems of youth at least as much as toward college preparatory counseling.

8. Industry takes a dollars and cents approach to hiring.

9. The schools should take the initiative in setting up lines of communication with industry.

10. Many of the people who are unemployed are looking for jobs which require skills which they lack.

11. It is difficult for an able-bodied man to respect himself if he doesn't work.

Thus it is obvious from the results to observe that the participants deem the schools important in initiating action projects with industry in combining forces to aid youth with employment problems. The group is inconsistent in discerning whether or not the problem of unemployment is totally solveable with the resources now available. They appear to be ambivalent about whether those who lack skills and education can progress without substantial support from outsiders and the definition of the responsibility of these "outsiders".

The following statements were seen as being <u>untrue</u> by a significant number of participants:

1. If a person observes that his parents and peers have poor work habits, he will have poor work habits.

2. At present there are many opportunities for minority youth in the labor market.

3. Industry and government are more committed to finding a solution to the employment problems of minority youth than are the schools.

4. The schools are limited in what they can do about minority youth problems because of lack of cooperation from industry.

5. Since industry is paying the wages, it has a right to demand uniformly high performance without regard to individual difference.

6. There are enough jobs for everyone who wants to work.

7. Everyone who whats to find a job can fine one.

8. Many people who are unemployed would rather collect welfare than work for low wages.

9. Minority youths should be encouraged to seek jobs where they know that their minority status will be accepted.

10. Most militant minority group memvers would prefer to protest "against" rather than woek positively toward improving conditions.

11. Only those who appreciate assistance given them should be helped.

12. Most poor people don't know what they want out of life.

The participants felt that the unemployed are often victims of circumstance and that the outlook for employment of the poverty class member is rather bleak. The group seemed unsure whether schools or industry were responsible for the lack of positive action taken by the schools in the area of employment of minority youth. The participants believed that minority group members want changes and will work toward these to the extent that they are able but that presently existing institutions are not doing their share to work for solutions.

The participants seemed <u>unsure</u> or could reach no conclusions about the following statements:

1. In most urban communities in the United States, proverty is a normal condition which will never be completely eliminated.

2. Most of the solutions to the problems of the unemployed minority youth are being contributed by industry.

3. Although many people want to help minority youth, they quickly become discouraged.

4. A poor high school performance is probably predictive of poor performance on the job.

5. A minority group youth who drops out of high school has little change of securing employment.

6. Occupations in which non-whites are now concentrated will be growing more slowly than other occupations.

7. Poverty is largely a function of bad luck, injustice, or discrimination.

8. The employment future looks bright for minority youth.

9. There is a place for increasing numbers of minority youth in the labor market.

10. Most people are flexible enough so that they willwant to learn new skills and jobs when technology makes their old knowledge and skills obsolete.

11. Existing bureaucratic organizations in welfare, employment, and education must be given up in facor of some entirely new structure capable of handling the problem.

The group was uncertain of the future picture or employment for those youths from minority groups. They admitted that they did not know who was largely responsible for attempting to change the present conditions. They could not make a prognosis for the future with any real conviction.

The participants in Project INSPIRE felt that themost important obstacles to the solution of the problem or poverty were the lack of knowledge about how to change established patterns of behavior for particular ethnic groups, community apathy, the expectation that people can succeed regardless of their present circumstances, and the lack of understanding by the community of the extent or nature of the existing poverty. The believed that poverty is due primarily to lack of skills and education, discrimination against minority group members, and long term family disorder and circumstances. They saw that the problem of poverty can best be solved in Hartford by expanding tne job market through new private industry in the community and by reducing racial prejudice among employers.

In general, the attitudes presented above did not undergo a significant change during the course of the worksnop. A few changes were noted, however. Participants became more optimistic about opportunities for employment for minority youth as a result of the program. They believed that industry and government are committed to finding solutions to the employment problems of minorities to a greater degree than was believed before the workshop. The participants became more convinced that the schools can and should take positive action in the areas of working with industry and in devising their own programs. They felt

more strongly than ever that work is necessary for a person's self esteem.

In summary, the participants left the workshop with a feeling of responsibility and commitment to the problem of poverty and action programs for employment of minorities.

Dr. Beatrice Pressley

Project INSPIRE
1971

EVALUATIONS

Participants were asked to indicate their appreciations, resentments and demands for one another, the staff, and the workshop itself! This was devised as a way of culminating the workshop, settling any unfinished business, and providing feedback and appraisals.

Here are a few typical reactions.

APPRECIATIONS:

I appreciated the whole program as an experience that more teachers should involve themselves with. The field trips were, for me, very rewarding and while I got the impression that the stage had been set in some cases, I made it a point to get to some of the people on a one to one bases so that I could get some honest answers to some of the questions I had. Overall, it was a rewarding week and I feel that I got something out of it and that it was a worthwhile venture.

An ever increasing picture of the plight of minority groups was graphically presented. The staff was very capable, friendly, and accomodating. It was especially grateful for the opportunity to visit DARTEC House.

I have really enjoyed this week! The insights I have gained into the needs of our educational system, the communication gap that exists between industry and education, and the prejudice that still exists has inspired me to go back to my school and try to implement the suggestions for vocational education in my school.

Eye opening to minority situations and insurmountable obstacles that are yet to be hurdled. Every teacher should have this sensitivity revelation to do a better job in the classroom daily.

I found the week most inspiring. Many practical applications were offered that I hope to bring to my classroom.

It is heartening to finally see a meeting of the minds between education and industry, where the "revolutionary" dreams of educators and the cold reality of business world, are at least sitting down and communicating.

The "exposure" to opportunities in the community which are available for job guidance services. I found this week effective in sensitizing anew an awareness of the peculiar needs of an inner-city child and the particular frustrations which a minority child must learn to cope with. The trips to Meriden were particularly enlightening. Interaction with peers who are involved in creative experiments was also particularly stimulating.

Project INSPIRE has been very interesting and extremely helpful. I felt that this program should definitely be continued. Many thanks to all staff and sponsoring members for making this week an enjoyable and a learning experience that I can take into the classroom. Highlight of program was the Youth Panel.

The idea of getting speakers with opposing points of views to give us multiplicity of ideas to judge on. I liked using Waverly School with its open setting and the variety of different companies that we visited especially coming into contact with Dr. Charles Dean. The way this week went, I didn't miss my vacation at all which amazes me.

RESENTMENTS:

Wish we had more time to build up more hopeful and concrete ways to"inspire" others to experience the hopes and frustrations we all have experienced.

Not enough time to visit more industry in the area.

None.

I feel that undergraduates would profit from this experience because there were issues that younger people could relate to and use in their teacher training.

DEMANDS:

Group interaction was demanding - had to put yourself in line. Personal demands - emotional. Up and down - first day was very hopeful, inspiring etc.; next few days very frustrating because of problems related by speakers - many problems with no answers.

All principals and administrators of the Hartford School System should take this project or something similar.

I want to compliment the staff on their fine job. I was very impressed with their helpfulness.

Courage to implement the ideas learned.

That sessions be planned throughout the year as follow-ups for the whole group to discuss, evaluate, listen to speakers etc.

That we become an explosive nucleus that will begin to help cause a change in attitudes of both our fellow workers and industry.

None. I felt it was a very worthwhile week, glad I participated.

I feel that you need more youth panels and putting speakers together with these children and letting them know how they feel. After all it is the young people we are trying to help.

Union representatives on panels.

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